

بسم الله الرحمن الرحيم



المملكة العربية السعودية

وزارة التعليم

إدارة التعليم بــ ..............................

مكتب التعليم بــ ............................

ابتدائية .......................................





English Preparation Book

دفتر تحضير اللغة الانجليزية

للفصل الدراسي \_\_\_\_\_\_\_\_\_

للعام الدراسي - هـ

قائد/ة المدرسة :

...........................

معلمـ/ة المادة :

...............................

Objectives of Teaching English in the Kingdom:

* To enable pupils to survive in the real world using English.
* To give them a foundation for secondary English course.
* To teach them about 1500 of the most useful English words.
* To give them a clear understanding of the basic tenses for the past, present and future.
* To teach them the basic grammatical structures of English.
* To enable them to understand what they hear on a variety of topics.
* To enable them to speak (ask and answer questions, give descriptions, etc.) on the same variety of topics.
* To prepare them to read simple text by themselves without depending on the teacher for explanations or translation.
* To enable them to write a simple guided paragraph of linked sentences.

Objectives of Teaching English in Elementary Stage:

* To greet someone, ask and answer basic questions dealing with personal information.
* Ask and answer basic questions about home, school, occupations, shopping, time, numbers and measurements.
* Describe people and their activities and talk about routine actions and current actions.
* Understanding and using the grammar and vocabulary taught during the year.
* Listen to short conversation, descriptions, etc… to extract the information they need.
* Begin to read letters, puzzles and short stories.
* Say the alphabet, know the order of the alphabet, and spell the words they have learned.
* Form and connect letters correctly, punctuate and capitalize properly.
* Write paragraphs by copying and choosing words or forming sentences in answer to questions

Education and 2030 Vision

Ways of educational development :

* Developing philosophy, policy and goals of curricula, means of development, mechanism activation and connecting all these means with the programs of teacher preparation and his professional  development .
* Developing such teaching methods, that focus on learner not on teacher, and concentrate on inculcating skills, personality development, improving confidence, and promoting spirit of creativeness.
* Developing attractive, preferred, and simulant school environment, connecting it with supportive and integrated services systems.
* Comprehensive education for persons with disabilities, and providing appropriate  support to all its  categories.
* Providing pre-primary education opportunities and expanding it, providing kindergartens, and activating its link with education  system.

Ways of administrative development :

* Redefine school as an educational institution, that hones talent, inculcates skills, and nurtures generation of ambitious future adults who have the spirit of facing challenges, competitiveness, and loves work, and production.
* Assuring discipline in the educational system, seriousness in educational practice, starting activities and attending conferences and events.
* Restructuring education sector, modernization of systems, instructions, and bylaws to  control curricula development, staffing teachers in educational services, organizing the process  of educational supervision, and continuously raise the competence of development and vocational training.
* Raising efficiency of  operational performance, reducing the waste cost, maximizing use of human potential, resources, equipment, and buildings.

Changing trends :

* Improving and developing the administrative environment in the Ministry and its Education departments, approving decentralization of the administration, delegating powers to departments and schools to serve the education system.
* Developing rules and procedures  to ensure work seriousness, and discipline in education system, promote justice, and reward excellent performance.
* Raising the efficiency of performance, employing modern support technologies in education system.

The General goals of the Saudi Vision 2030 in Education :

* Provide education opportunities for all the students in a suitable educational environment in light of the educational policy of the Kingdom .
* Raising the quality of education outputs .
* Increase the effectiveness of scientific research .
* Encourage creativity and innovation .
* Develop community partnership .
* Upgrade the abilities and skills of all the Ministry of Education staff .
* Bridging the gap between higher education outputs and labor market requirements .
* Develop general education and guide students towards appropriate career options .
* Provide the students with all the opportunities to rehabilitate the flexibility to move between different educational tracks .

Teacher : …………………………………………………..

School Leader : ………………………………………

Supervisor : ……………………………………………..



Distribution of the Syllabus - the 4th Elementary Stage

**توزيع منهج اللغة الانجليزية للصف الرابع الابتدائي**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **6th week** | **5th week** | **4th week** | **3rd week** | **2nd week** | **1st week** |
| RevisionTest | -Words- Phonics( Phonic Practice page 44 – 45 ) | Unit 2- Talk time - Rhythms & sound | -Words- Phonics( Phonic Practice page 42 – 43 ) | Unit 1- Talk time - Rhythms & sound | introduction |
| **12th week** | **11th week** | **10th week** | **9th week** | **8th week** | **7th week** |
| Unit 5- Talk time - Rhythms & sound | RevisionTest | -Words- Phonics( Phonic Practice page 51 – 52 ) | Unit 4- Talk time - Rhythms & sound( Phonic Practice page 49 – 50 ) | -Words- Phonics( Phonic Practice page 47 – 48 ) | Unit 3- Talk time - Rhythms & sound( Phonic Practice page 46 ) |
| **18th week** | **17th week** | **16th week** | **15th week** | **14th week** | **13th week** |
| Final Evaluation &Correction Programs | Test | Phonics Practice | Revision | -Words- Phonics |



Timetable

Tr**.** Name:

Class:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | Sunday  |  |  |  |  |  |  |  |
|  | Monday  |  |  |  |  |  |  |  |
|  | Tuesday  |  |  |  |  |  |  |  |
|  | Wednesday |  |  |  |  |  |  |  |
|  | Thursday |  |  |  |  |  |  |  |

Headmaster

Name : ………………………………

Signature : …………………………

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We Can 2

Unit 1 : Toys and Things

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Build up questions and answers using " How many ? " Count from 1 to 10  | Role playingCreative learning  |
|   | 2 | QR Code | Practice giving and following commands  Chant the " Robot Bear " chant  | Role playing |
|   | 3 | QR Code | Say the names of some items Make plurals  | Reciprocal teachingCooperative learning  |
|   | 4 | QR Code | Make the sounds of the letters K , L , M , N and write them Write the numbers from 1 to 10  | Reciprocal teachingBrainstorming  |



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Unit 2 : Food

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Talk about food Express likes and dislikes  | Concept mapping  |
|   | 2 | QR Code | Practice questions and answers with " Who " Chant " Cookie Jar " chant  | Role playing  |
|   | 3 | QR Code | Differentiate between countable and uncountable nouns Say some kinds of food  | Cooperative learningIdentifying similarities and differences  |
|   | 4 | QR Code | Match the sounds to the letters O , P , Q , R Write the letters from A - R  | Cooperative learningThink , pair , share  |



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Unit 3 : Animals

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Answer Yes / No questions Count from 11 to 20  | Explicit instructions Brainstorming  |
|   | 2 | QR Code | Match numbers to their written form Chant the " PACO " chant  | Explicit instructions Think , pair , share |
|   | 3 | QR Code | Say the names of some animals Coordinate animals with their sounds  | Role playingReciprocal teaching Cooperative learning  |
|   | 4 | QR Code | Make the sounds of the letters S , T , U , V Count from 20 to 30 and back  | Cooperative learningBrainstorming Think , pair , share  |



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Unit 4 : Days and Weather

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Act out " What day do you like ? " with a classmate Tell What day of the week do you like ?  | Reciprocal teaching Cooperative learning  |
|   | 2 | QR Code | Chant " Days of the Week " chant Pronounce the days correctly  | Cooperative learning Explicit instructionsBrainstorming  |
|   | 3 | QR Code | Say what the weather like today Describe the weather of the day correctly  | Role playing Cooperative learning Brainstorming  |
|   | 4 | QR Code | Make the sounds of the letters W , X , Y , Z Count from 10 to 100 in tens  | Reciprocal teaching Brainstorming Think , pair , share  |



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Unit 5 : Feelings and Things

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Describe people feelings Build up questions and answers using " What's the matter ? "  | Reciprocal teaching Cooperative learning  |
|   | 2 | QR Code | Spell some words correctly Listen to the audio then answer the questions correctly  |  Role playing Think , pair , share  |
|  | 3 | QR Code | Differentiate between " these – those " Identify the prepositions " in – on "  | Role playing Cooperative learningConcept mapping  |
|  AH | 4 | QR Code | Differentiate between long and short vowels Differentiate between consonant and vowels sounds Match the letters to the sounds  | Reciprocal teaching Identifying similarities and differences Think , pair , share  |



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Phonics Practice

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date  | lesson | Content  | Objectives  | Strategies  |
|   | 1 | QR Code | Write letters correctly " a – z " Identify letters according to their sounds  | Reciprocal teaching Think , pair , share  |
|   | 2 | QR Code | Correlate letters " b – p – f – v – ch – sh " and their soundsWrite the letters " b – p – ch – sh " correctly  | Cooperative learning Scamper Think , pair , share  |
|   | 3 | QR Code | Write letters correctly Connect words with their sounds " a \_ e , i\_e , o\_e , u\_e "  | Think , pair , shareBrainstorming  |

